District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Orange Public Schools	Gerald Fitzhugh, II, Ed.D.	July 1, 2021-June 30, 2022

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	**Mathematics** Learning gaps generating from interrupted and unfinished learning have created a need for reinforced support and accelerated instructional approaches. During the 2021-2022 school year, systems of supports will be differentiated and tailored to meet the needs of individual teachers and administrators, and focused on the development of mathematical knowledge for teaching and related strategies. Therefore the goal is to leverage resources and professional development supports such to mitigate learning loss and to establish baselines using available data from the NJ Start String Assessments (Fall 2021) to attain a 5 % point increase in the number of students scoring proficient as measured by the 2022 NJSLA for students in grades 4 – 8; Algebra I, II, and Geometry and 2020-2021 MidYear Progress data to attain a 5 % point increase in the number of students scoring proficient as measured by the progress on the Spring 2022 iReady diagnostic assessment.	K-12 mathematics teachers Director of Mathematics Supervisors of Mathematics Mathematics Coaches Math teachers GE, SE, ELL	**2018-2019 NJSLA-M scores:** Grade 3: 33% Grade 4: 36% Grade 5: 26% Grade 6: 25% Grade 7: 28% Grade 8: 24% Algebra I: 27% Algebra II: 15% Geometry: 22% Statewide 2020 and 2021 NJSLSA testing were cancelled 2020 – 2021 Mid-Year Progress: Grade K: 66% Grade 1: 34% Grade 2: 24% Grade 3: 15% Grade 4: 20% Grade 5: 20% Grade 6: 25% Grade 7: 28% Grade 8: 23% Algebra I: 27% Algebra II: 28% Geometry: 53%

2	**Science:** Learning gaps generating from interrupted and unfinished learning have created a need for reinforced support and accelerated instructional approaches. During the 2021-2022 school year, the science department will initiate, build, and sustain collaborations and partnerships to provide specific and focused professional development to support the teaching and learning of core science content, conceptual understandings, science and engineering practices and cross cutting concepts for Grades K-12 as outlined in the NGSS. Therefore the goal is to leverage resources and professional development supports such to mitigate learning loss and to establish increased support systems using available data from the NJ Start String Assessments (Fall 2021) so as to attain a 5% point increase over 2019 scores on 2022 NJSLA science assessments in grades 5, 8, and 11.	K-12 science teachers Director of Mathematics and Science Science Supervisor STEM Supervisor	**2018-2019 NJSLA-S scores:** Grade 5: 9.0% Grade 8: 5.3% Grade 11: 7.6% - Statewide 2020 NJSLSA testing was cancelled - Statewide 2021 NJSLSA testing was cancelled

3	**English Language Arts:**	LETRS Cohort II (K-2) & 3rd grade ELA	2018-2019 NJSLA-ELA scores:
	During the 2021-2022 school year, English language arts (ELA) teachers and building administrators will participate in grade level band professional development and implement curricula and reading and writing strategies with fidelity, as measured by 100% participation in embedded professional development, a 15% reduction in Grade 3 students reading below grade level, a 5 point increase on the district average NJSLA writing score, and an overall 10% increase on the NJSLA-ELA for respective grade spans	Director of ELA and Testing ELA Supervisors ELA Coaches ESL/Bilingual Supervisor SE Supervisors Gr. 3-12 ELA teachers Director of ELA Testing ELA Supervisors ELA Coach ESL/Bilingual Supervisor SE Supervisors Gr. 9-12 teachers Director of ELA Testing OHS & OPA VPs Bard Sequence Professor	Grade 3: 32% Grade 4: 38% Grade 5: 39% Grade 6: 45% Grade 7: 53% Grade 8: 46% Grade 9: 29% Grade 10: 29% Grade 11: 46% (Statewide 2020 and 2021 NJSLSA testing was cancelled) 2020-2021 Benchmark II data Grade K: 50% Grade 1: 56% Grade 2: 48% Grade 3: 35% Grade 4: 24% Grade 5: 21% Grade 6: 25% Grade7: 36% Grade 8: 32% Grade 9: 41% Grade 10: 13%

| 4
Other
Content
Specific | • Continue to provide all teachers of ELL students with Sheltered English Instruction
• Provide Restorative Practices training to all teachers
• Continue to expand technology training for synchronous and asynchronous teaching and learning
• Continue to provide content area embedded professional development, including strategies and methods for implementing content
• Continue to provide Question Formulation Technique (QFT) training to guide students into asking their own questions
• Implement training to create integrated standards based assessments that address interdisciplinary skills as well as content area NJSLS
• Continue to provide training and professional development for all NJDOE Mandated trainings | Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed. | 2018-2019 NJSLA results:
See above M, ELA, Science

Hybrid instruction began on April 19, 2021. |

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1 Math	• Institute Content & Language Routines across all K-12 classrooms • Institute the Use of Daily Anchor Tasks all K-12 classrooms • Incorporate viable digital content platforms to support personalized learning districtwide (e.g. iReady, Aleks, and Dreambox) • Incorporate Intervention Periods into the school day • Schedule coaches and supervisors for Intervention Support based upon PARCC performance targets	Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities needed.

	• Develop a protocol for the continuous review of performance data to determine formats for revisiting non-mastered content. • Institute a cross-sectional analysis process to monitor teaching and learning in classrooms and districtwide. • Institute a sustained professional development structure that engages all mathematics teachers as PLCs in 45 combined hours of Monthly PD with a focus on TQE, Math Routines, and Task Analysis • Institute after school teacher camps to address Mathematical Knowledge for Teaching (MKT) • Institute formative assessments across all grade levels with training on NCTM's 8 Math Practices • Institute lessons learned from the district's At-Home learning model with regards to digitally-enhanced instruction and virtual/blended supports	
2	• Provide all students with equitable access to rigorous curricula with NGSS-aligned instructional materials and assessments in all grade levels • Provide opportunities reflective of research and best practices for K-12 Science Students to engage with Scientific phenomena • Facilitate the implementation of NGSS and STEM- focused instructional models • Support and advance the development and use of differentiated assessments (diagnostic, formative, summative, authentic) that measures Student achievements based on the NGSS • Initiate, build, and sustain collaborations and partnerships to provide specific and focused professional development to support the teaching and learning of core Science content, conceptual understandings, Science and engineering practices and Cross Cutting concepts for Grades K-12 as outlined in the NGSS. • Strategies: Complete the alignment of Curricula with the Next Generation Science Standards focus.	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.

		• Expand, develop and support innovative opportunities for Students to Engage in Science instruction in an extended day setting through Science Fair Challenges, STEM nights, Robotics Clubs, and Summer Partnerships • Implement an integrated, Standards based common assessments that evaluate Student growth; conceptual understanding; Science and engineering skills; Reading/ Writing/Speaking skills. • Develop teacher capacity for building Science content and pedagogical knowledge, translating standards to practice, practicing teaching, and reflecting. • Continuing partnerships with organizations such as S2S and PLTW to expose our students to real world experiences, project-based learning, and practitioners in the fields of science and engineering • Institute lessons learned from the district's At-Home learning model with regards to digitally-enhanced instruction and virtual/blended supports	
3		• Professional development for ELA teachers in grades 3-8 in the utilization of the new curricular resource • Professional development and coaching support of Writing Folders in grades K-12 for teachers and administrators • Continued professional development and coaching support for grades 3-12 teachers and administrators on Writing Folders • Implementation and completion of LETRS course units 5-8 for Cohort II of K-2 teachers and 3rd grade • Continue implementation of Learning Ally (assistive technology for developing readers to gain access to complex text) • Continued professional development for grades K-12 in language dives in writing instruction • Continued professional development with Bard for grades 9-12	Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities as needed.

4 Other Content Specific	• Continue to provide all teachers of ELL students with Sheltered English Instruction • Provide Restorative Practices training to all teachers • Continue to expand technology training for synchronous and asynchronous teaching and learning • Continue to provide content area embedded professional development, including strategies and methods for implementing content • Continue to provide Question Formulation Technique (QFT) training to guide students into asking their own questions • Implement training to create integrated standards based assessments that address interdisciplinary skills as well as content area NJSLS • Continue to provide training and professional development for all NJDOE Mandated trainings	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.

3: PD Required by Statute or Regulation

State-mandated PD Activities
Dyslexia
Suicide Awareness (2 hours every 5 years)
Harassment, Intimidation, and Bullying {HIB) (2 hours every 5 years)
HIB: District Policy
Recognition of Substance Abuse and Alcohol, Tobacco, and other Drug Prevention and Intervention School Safety and Security
Law Enforcement Operations Gang Awareness
Code of Student Conduct
Potentially Missing, Abused or Neglected Children School Safety Teams and Specialists
Electronic Violence and Vandalism Reporting System
Communicable Diseases
Use of a Nebulizer Asthma
Diabetic Student Health Plan
School Nurse Delegate for Glucagon Delegates for Epinephrine Administration
General Student Needs
Recognition Blood Borne Pathogens
Career and Technical Education
CPR/AED training
Lyme Disease
Interscholastic Athletic Head Injury Safety Training Program
Education Evaluation (Danielson, NJPEP)
Ethics, Law, Governance, HIB for school leaders
Bilingual Education In-service Training
Equity and Affirmative Action
Integrated Pest Management
Special Education Training
Preschool Training
Teacher Mentor Training
Family Education Rights and Privacy Act (FERPA}
Blood Borne Pathogens and Right to Know
Intervention and Referral Services
Social Emotional Learning and Restorative Justice Practices

4: Resources and Justification

Resources

1. Frontline: Resource Library
2. Voyager Sopris (LETRS)
3. Houghton Mifflin Harcourt
4. Agile Minds
5. Rutgers University Center for Mathematics, Science, and Computer Educations
6. Buck Institute for Education (BIE)
7. Pearson
8. Rutgers School of Education
9. Montclair State University
10. Creative Mathematics
11. Seton Hall University
12. Essex County Prosecutor's Office
13. Independent consultants
14. NJDOE CTE Department
15. The College of New Jersey
16. Rutgers School of Health Professions
17. Dreambox
18. Microsoft
19. NJDOE
20. Learning Ally
21. PLTW
22. MSUNER

Justification

1. Provides cost effective state-mandated trainings and individual teacher needs based on observations and walkthroughs
2. Sole provider for LETRS
3. Sole provider of new resource: HMH grades K-2
4. Cost-effective dynamic trainers for mathematics best practices
5. Cost-effective providers with proven success in technology, pedagogy, assessment, CCSS, and curriculum development
6. Cost-effective providers with proven national success in Project Based Learning
7. PARCC developer, NJSLS implementation, Sole provider for Our World Social Studies implementation
8. National Writing Project partnership
9. Proven success in mathematics content; PRISM grant partnership; CUSP grant partnership; WIPRO grant partnership: Woodrow
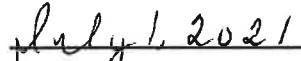
Wilson grant partnership.
10. Cost-effective providers with proven success in job-embedded mathematics practices
11. On-going partnership with School of Education
12. Provides administrators and security guards with up-to-date gang awareness training
13. Vetted for content expertise in non-ELA and Mathematics subjects
14. Grant-mandated professional development
15. Cost-effective provider with proven success in STEM
16. Cost-effective providers with proven success in Health Sciences
17. Cost effective providers for sole-source mathematics blended learning for ELL students
18. Pilot program for high school students- College and Career Readiness
19. Free professional development
20. Sole-source for SE reading blended learning
21. Cost-effective providers of engineering professional development
22. Montclair State University Partnership including free professional development sessions and Urban Educators Grant Partnership

Signature: _Gerald Fitzhugh, II, Ed.D._ _July 1, 2021_
Superintendent Signature   **Date**